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ABSTRACT

The utilization of supportive services to improve vocational education programs is reported from the community and school resources perspectives in the 2 speeches which make up this document. The first speech, delivered from the standpoint of community resources, mentions 2 variables which must be considered: the population to be served and the community agencies and programs which may be available. Eleven such resources which may be tapped are discussed. A model for studying the problem of supportive services and possible uses of same are presented for consideration. The second speech, dealing with school resources, examines group behavior in terms of coordinated activities for improving vocational education and identifies services in the school other than instructional services. (DB)

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STRATEGIES FOR UTILIZING COMMUNITY RESOURCES IN A COMPREHENSIVE SUPPORTIVE SERVICES PROGRAM

By

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STRATEGIES FOR UTILIZING COMMUNITY RESOURCES IN A COMPREHENSIVE SUPPORTIVE SERVICES PROGRAM

I must admit that it is with some trepidation that I face not only a group of people who are deeply involved in the day to day problems of health, welfare and employment, but also, educators who obviously know infinitely more about education than I do.

Therefore, I shall not attempt to speak for those people who are at the grassroots and who experience day to day familiarity with its tedious, irksome and frustrating problems, nor shall I speak for those who have such a measure of educational expertise.

Rather, our attempt shall be to bring the thoughts, capabilities, resources, experiences and functions of these two bodies together - together in conjunctive thinking and performance for that, in essence, is the fundamental purpose of this institute.

Before sharing some thoughts and strategies with you, I would like to extend my compliments to the federal, regional and local personnel and agencies who have come together to talk about the amalgamation of services toward a common goal of improved and enriched vocational education for students in rural areas.

What we have missed in the years we have been about the business of education, be it rural or urban, is precisely this partnership and common endeavour.

In considering the development of strategies for the utilization of community resources, some realisms should be established.

They are, the identification of:

a. the population we seek to serve, and

b. the community resources extant to that population

One might logically compare the rural migrant child with the urban ghetto child.

Both share multiple disadvantages and strikingly similar commonalities.

Both, we may conclude, are disadvantaged.

Who is the disadvantaged child?

The answer varies from state to state, from city to city, and from savant to savant.

The disadvantaged child is of no single race or color: poverty, delinquency, failure to achieve the goals established by the main stream of society are shared by peoples of all colors and national origins.

The disadvantaged child may derive from a culture which is rich in its own tradition, but which no longer prepares its members for successful participation in society.

The disadvantaged child is no stranger to failure and to the fear that continued failure engenders.

He knows the fear of being overpowered by teachers who are ignorant of the culture and mores of his society; and who may not expect success of him.

Isenberg (1) submits that "among the characteristics of the rural disadvantaged - both children and adults - are a low level of aspiration, a tendency to set only short term goals, values which differ somewhat from acceptable norms, and a general unfamiliarity with cultural activities which lead to enriched living."

Disadvantaged children are usually retarded in school achievement, poorly adjusted to school living, have unique value systems, and are more

likely than other children to become delinquent or drop out of school.

Frost and King, (2) writing in the Journal of Arkansas Education, acknowledged that Arkansas shares with the nation a burden of educating many thousands of disadvantaged Americans.

The disadvantaged live in every geographical area of the country - big city and rural hamlet - and they represent every ethnic group.

They live in slums, in rural mountain areas, on reservations, or in trucks, cars, shacks, and tents as they follow the crops.

They have been called culturally deprived, restricted and disadvantaged.

But, basically, they are the poor, the unskilled, the welfare recipient, the illiterate and all too frequently, the unwanted.

The disadvantaged in Arkansas, these writers aver, form three rather distinctive educative groups: the economically restricted child in regular schools, the Negro in segregated schools, and the migrant child in regular and special summer schools.

Other descriptives can be characterized as educator assigned stereotypes and assumptions, e.g., "he is not likely to travel too far from his home areas," "he will not likely seek technical or professional employment opportunities."

The resultant product of this combined fact, fiction and fancy characterization is an inadequate comprehensive type educational program - a program which fails abysmally in meeting the needs of <u>either</u>, the <u>rural or urban</u> disadvantaged.

It is commendable that education has come to a point where it can look at this inadequacy and even more commendable when educators begin

to do something about it.

As difficult as it might be, we have to accept that there has been an attitudinal mind-set that has negatively influenced the design and direction within which our educational programs have been established and nurtured.

Our changed course of thinking - perhaps more aptly - our positive approach, moves us to a recognition of the trends in society which point to a new motivation and mobility of people.

No longer can we train for what fits the realm of restricted thinking or for that matter can we any longer train for that which is provided only in the surrounding community.

Just as the walls of the ghetto are being broken down - its youth no longer constricted or confined - so then is the case of the rural child.

Permit our reference to the Mennonites - a people whose entire life pattern has been of the native rough and from the land, void of the influence of technological developments.

Farming continued to be done in the ways of the parents, the manual pitching of hay accepted as a customary chore and few major changes reflected in their life styles.

Today, a major tenet of the sect has been set aside and with its abandonment - acceptance and usage of modern conveniences wrought by electricity and the automobile are readily observable.

A similar reference could be made to the Amish whose tenacious hold on preserving the old ways and traditions is legend.

There is being experienced today, a gradual breaking down to the Amish colonies.

It is becoming increasingly difficult to keep the young people colonized.

A recent court ruling in the State of Iowa dictates that the educational requirements for the Amish community must now be raised to the same level as that of the public schools in that state.

The educational program must have the approval of the State Department of Education, its teachers fully certified, and the schools have valid accreditation.

Who is the rural student?

He is one who in the next decade will, in all probability, not be confined in Washington County.

Mobility of society and sociological tends suggest movement in a radius of several miles from the home base or legal residence.

"Mobility," writes William Simon (3), "will tend to be an individual occurrence within a context that provides little necessity for continued group identification, or participation. It is almost a matter of definition; with mobility one merely ceases to be a hillbilly and becomes a southerner - the two are <u>not</u> the same."

Mobility will see the individual rural child traveling and going into the industrial areas, or, alternatively, industry will come to him.

Our re-orientation should make us cognizant of this relocation on the part of industry into southern rural areas where it has found the comfortable accommodations of:

land space,

lower taxes, and

a labor force requiring lower wages.

Vocational programs must then be established within the schools which will prepare students for the jobs that will be available through the entry of these business and industrial concerns.

Offering an educational program that will meet the needs of disadvantaged youth as well as those of an augmented economy is admittedly a priority problem facing education today.

Its solution will require the ultimate in educational effort together with the combined resources of the total community.

For better or for worse, the school is firmly embedded in the community, and in the final analysis the existence of a viable community structure, of a healthy neighborhood in which children and their families can operate effectively and rewardingly, is the fundamental essential without which other strictly educational efforts will ultimately fail.

Every community provides its singular measure of indigenous resources and the rural community is no exception.

Examples of these resources, coordinate services, and strategies for their use may be found in:

1. The community based, regional or federal office of Health, Education and Welfare.

The office of Health, Education and Welfare becomes a resource for both financial and technical assistance.

The present mood of the Congress and President seems to indicate that more responsibility for the management and expenditure of federal funds will be given to the states.

For example, by June 1970, the administration and management of all Title III funds coming into the states will be the responsibility

of the State Departments of Education.

Local districts will no longer send applications to Washington for funding but will direct these to an internally based office for review, assessment and grant awarding.

The main responsibility for preparing youth for initial experiences in productive open-ended employment justly lies with public education.

One vocational educator (Feldman), (4) has suggested that Title III of the Elementary and Secondary Education Act points in this direction through the merger of the area vocational school with the supplementary centers suggested and funded through Title III ESEA Act.

2. The local or regional Community Action Program.

The CAP agency - funded from the Office of Economic Opportunity - is entering a seeming reorganization which will see it moving into a consortium closely aligned with the Department of Labor.

CAP agencies can develop skills training programs as well as basic education programs.

These agencies are required to coordinate their programmatic efforts with the community and local education agency.

Thus, CAP, becomes an added resource for combined efforts affording programs for out-of-school students, dropouts and delinquents, young adults and senior citizens in the community.

Program emphasis may take the form of skills training, up-grading or cross-training, all of which represent a direct supplement to the local vocational program.

The Neighborhood Youth Corps is a further adjunct of the local CAP agency.

Office of Economic Opportunity programs have a foundation that permits them to deal with programs of an educational nature from the "cradle to the grave" - points of reference may be Headstart to Senior Citizens.

This is ample substantiation for coordinated efforts between education and social agencies and for the melding of capabilities toward coordinative planning and implementation of training programs.

3. Still another Office of Economic Opportunity sponsored program having a skills training orientation is that of the Job Corps Center.

Although some Job Corps installations have become defunct, in their place are being developed mini-centers.

Not only does the program of the mini-center resemble that of a vocational program but these smaller installations have a more localized setting permitting students to remain closer to a home identification base.

Their proximity lends itself to coordinated school/agency effort.

4. The Manpower Development and Training program design serves as but an extension of the Vocational Education Acts of 1963 and 1968.

Manpower Development and Training, administered by the State Department of Education through its Vocational Division, by the State Department of Labor or both, simultaneously, services out-of-school youth, young adults and adult citizens.

A strategy employed in New Jersey for providing more comprehensive concerted services in conjunction with this community resource is a jointure of the local education agency and MDT taking the form of a Vocational Skills Center.

One such facility, in the city of Newark, developed training pro-

grams in some forty (40) plus occupational areas for enrollees - to name a few, service station operation, radio repair, television repair, baking, small appliance repair, building maintenance, business education skills, shoe repair, electronic data processing, cosmetology.

This and other centers have been operating successfully for several years and are a supplement to vocational training in the public secondary school as well as that provided at the thirteenth and fourteenth year levels in county vocational schools.

Another possibility evolves under Manpower Development and Training wherein independent organizations within the community may apply for funds and set up separate small scale training programs.

An example might be cited in the local community of Plainfield, N.J., which city sought and received funds for the establishment and operation of a community based training program in preparing office workers.

Optionally, a local business might gain endorsement for the training of persons skilled in a particular occupation indigenous to its production needs or vitally needed within the community.

These latter references lead us to still another community resource.

5. The substantiation of employment needs which can be afforded through the local or State Employment Security.

Historically, the State Employment Security Office provides a service of job placement, testing, interviewing, counselling and labor information.

If one desires an assessment of labor needs, it can be gained through the State Employment Security service.

Most frequently, this information is readily available through the

SES clearing house on labor information.

Operating properly, SES is a resource for all kinds of labor information not only within the state, but without the state through the network of nationwide SES offices.

To show the relationship of this office to the factor of mobility, a worker skilled in a particular occupation could feasibly submit a resume to the local State Employment Security office with an accompanying request for location in an area where his particular skill could be advantageously used.

This resume, circulated through the network of State Employment Security agencies could result in the worker finding immediate and profitable job placement in almost any locale in the continental United States.

Additionally, U. S. Employment Service placement officers could be placed in existing comprehensive high schools, vocational schools, technical institutes, and community colleges, making it possible for the public school to take on the serious role of job placement rather than job referral.

The guidance capability of USES can also be afforded the 16 year old and older student.

Tying USES to public education would also provide vocational counselling services to many schools that now lack them altogether.

6. The Vocational Rehabilitation Commission has a programmatic structure which makes it a direct resource to improved school programming.

The Commission seeks to rehabilitate those who are physically handicapped, those with some neurological impairment and those with a sufficient

percentage of disability which renders them incapacitated for work.

It works with school age children as well as non-school age persons.

If there is need for some type of prognosis, educational counselors under Commission employ can work with the school or even be assigned to the school.

They render service in the administration of tests, and processing through necessary medical, psychological and psychiatric examinations.

Having garnered all the information available through these efforts, classification of the individual can be made and an individually prescribed educational plan devised. Such a plan may require only consultative services, but the Commission, under most circumstances can supply whatever is required to fulfill the plan.

In some instances, a plan may dictate the provision of special training.

Generally speaking, most state commissions have sheltered workshops where persons might be placed while undergoing an assessment of skills for subsequent employment in an occupational area.

These examples reinforce the Vocational Rehabilitation Service as a particularly resourceful one in working with the a typical child.

7. The Children's Services, Board of Child Welfare, and Juvenile Services Bureau of the State Department should be viewed as an extension of the school pupil personnel services.

In all probability, the student known to Pupil Personnel Services within the school is usually known to one of the community agencies - Bureau of Children's Services, Juvenile Services, Truant Officer, etc.

A rather unique benefit suggests that it is extremely imperative

that the special services division of the school system work closely with these agencies.

Within their framework is couched the asset of authorized legality.

This licensure endorses action to correct improper situations within the home impacting upon and affecting the student's learning.

School pupil personnel services, most frequently, have only the advantage of persuasive influence.

Other complements to the services provided through these resources are found in the provision of counseling, and emergency funding for hardship cases.

8. Readily acknowledged resources of the Arkansas rural community are the Agricultural and Home Economics Extension Services.

An analysis of these prompted us to reflect upon the services as they function in New Jersey.

Both have seen fit to involve themselves in upgrading and training sessions for parents and students.

The training might aptly be in budgeting practices, selection of foods, crop rotation, clothing, construction, improved farming methodology, food preparation or preservation and many others.

Consultative services, too, are available through state university personnel.

The influence of these services can be far-reaching - provoking interest and opening avenues to job opportunities never anticipated.

As an example; it is not impossible or unlikely that interests in soil cultivation, veterinary medicine or farm management on the part of an otherwise unaspirated male student might evolve from his association

with the Farm Extension Agent or university consultant.

9. Two agencies, the school and the health department are vitally concerned with the health of children and youth.

Their interest is both legal and moral in nature.

Education departments and health departments have important contributions to make to health services for children and youth of school age.

The first, education, has intimate knowledge of pupils as a result of daily contact and observation, and an understanding of the part health services play in their total educational experience.

The other, health, has accurate knowledge of the health problems and resources of the community as they affect children of all ages and their families.

Both departments have personnel whose skills are needed in the solution of school health problems.

Permit me to refer to a personal experience involving community health resources in working with migrant children in New Jersey.

Each of five Migrant Demonstration School sites had a school population ranging from 100 - 150 pupils.

A full-time school nurse was assigned to each school and medical and dental services were available on a bi-weekly schedule or in some emergency situations.

The somewhat extinct location of school sites and an accompanying limitation of funds often made it necessary for some more accessible and economical resource to be utilized.

Our school nurses found the necessary medical or dental services

through cooperative facilities of the local, county and state health services, e.g., a child needing corrective shoes was serviced through the Middlesex County Crippled Children's Bureau --- another having a rather serious speech impediment was given therapy through the services of the County Speech and Hearing Clinic --- another whose vision testing revealed the need for glasses, received these through a local service club.

Many children were found whose health survey dictated the need for utilizing the medical and medicinal resources provided through the state Communicable Diseases Bureau.

Although our migrant health services were minimal, use of the full complement of available resources richly accented this segment of the migrant education program.

10. Our reference to cooperative and coordinated community health services provokes an immediate association with <u>community service clubs</u>.

Ours is the responsibility of identifying the services available through such groups.

To mention a few and their documented interests and service contributions we cite:

a. <u>Civitan Club</u> - a group which has long supported research and assistance to handicapped children and those with neurological impairment.

b. <u>The Lions</u> - have received nationwide acclaim for their social program helping those with problems of vision - glasses, brooms and, Lions are an accepted "family" of words.

c. <u>The Kiwanis</u> - lend financial support to scholarship programs

and tutoring services.

d. The Rotarians - through a Rotary Foundation Fund support charitable, scientific, literary and educational research and organizations.

Through the Vocational Service Program, Rotarians accept the responsibility of coordinating guidance and cooperative work study groups by placing students in employment and for extension of guidance with Rotary personnel in business, industry and the professions.

Another emphasis is that of the international scholarship program which supports student educational enrichment through foreign study.

Still another Rotary foundation fund makes loans directly to students enabling them to pursue proparatory school or college education.

e. The Shriners - vigorously aid the cause of crippled children in research, hospital care and therapy.

f. Elks - International are also staunch supporters of a service program dedicated to the aid of crippled children.

Perhaps an extension of a program model followed in one New Jersey community could be adopted.

In this community, there exists a one-to-one tutoring program.

The program is staffed by professional and other community persons with particular skills, and most often, members of one of the service or social club groups.

These volunteers are an excellent community resource, giving of

their time to come into the schools and work with pupils.

The results are the fostering of confidence, imagery building, and educational skills development.

Moreover, their involvement propogates a broadening of the technical assistance available in the classroom and at the same time creates an awareness and hopefully, support for what is being done in the schools.

11. Religious Groups.

Again, attention is directed to the Mennonites - which group may serve as an extraordinary prototype of what can be done through and with religious bodies.

Arkansas has the availability of this particular community resource, a fact proven by their intercession and aid following the Arkansas tornadoes in the early 1950s.

The support of other religious sects is equally accessible.

Mennonites in St. Louis assisted a local non-profit corporation in the construction of low cost, partly government subsidized houses for resale to residents of poverty areas and also built a community center, a clinic building, and a vocational training facility.

This is just one example of the service potential found within the church.

Perhaps the most common service indigenous to every church body is that of a communications channel.

If through this resource nothing else is accomplished save communication, education is richly compensated.

The development of strategies for the utilization of community resources, then, has a model.

Utilization does not begin at its "finish" point but rather, like any product, at the point of conceptualizing goals and objectives.

Arnold Salisbury (5), addressing the 1969 conference on "Education for the Eighties," at Northern Illinois University, quite appropriately defined this point as "whither we are tending!"

Abraham Lincoln once wisely observed, "if we would first know where we are tending, we would then better judge what to do and how to do it."

It is a good time to take stock of where we are and whither we are tending!

A coordination model which accepts this challenge is recommended to you.

It begins, you will note, with Step 1, identifying the student and that was precisely our beginning.

Until we identify the student, we can have no knowledge of his needs.

It will be difficult, to say the least, to proffer an educational prescription which will be fitting and utilitarian and almost impossible to supply the many ancillary or adjunct services.

Having identified the student, his general education and vocational needs can only be met through a melding or wedding with community and labor needs.

Accordingly, a survey of these needs is suggested as Step 2.

The expansiveness of the community must be an accepted variable in this needs assessment.

Now, almost any community can be considered contiguous to any other.

COORDINATION MODEL

1. Identify Student

2. Survey Student and Community Needs

3. Re-Assess Program

Goals and Objectives

4. Coordinate Program with Resources

5. Mobilize Community Resources

Organize Human Resources Council or Social Services Council

The information we now have dictates that we enter Step 3, and reassess the educational program.

Admittedly, the established programs no longer fit the needs and have resulted in the chaotic plight all education faces.

Programs are developed around goals and objectives or to reiterate, "whether we are tending," and that "whither" naturally evolves from Steps 1, 2 and 3.

Now that we have needs, a program and identifiable resources, Step 4, a linkage of the program with the resources, must follow and the concept of mutual assistance can be effectuated.

As an example, given the educational program, any student, in any track, could benefit from the services offered through Vocational Rehabilitation while certain other students may categorically benefit from some other referenced agencies.

A vocational student may logically utilize, among others, Vocational Rehabilitation, The Agricultural Extension Services, Health Service, and the Rotary Vocational Service Program.

A simpler need may be met through the use of a single service.

The important task assignment, Step 5, is the mobilizing of these public and private community resources - forming a jointure within which the community and the school can work together, opening or creating avenues for the dissemination of information and encouraging mutal attack on the complete gamut of interrelated needs.

A suggested functioning vehicle is a consortium identified as a Human Resources Council or Social Services Council.

A school community coordinator could be appointed to pilot the

formulation and operation of this council.

The coordinator could work with a single school district or with consolidated and contiguous school districts in rural areas.

Such a person should be chosen for his demonstrated effectiveness in working with members of the community and his comprehensive knowledge of the educational program, its objectives and its needs.

His specific function should be to help coordinate the services of the school with those of other agencies working in the community and to seek to fill, or arrange to have filled, gaps in services as they are discovered.

In Black Hawk County, Iowa, several aggregate community groups were formed into just this type of community services council.

The enthusiasm engendered by this cooperative venture resulted in the establishment of a Community Services Building.

This structure not only served as a centrally accessible location for the multiple services but also housed the Council.

I submit it to you as a viable strategy and operational plan leading to more effective use of the abundant community resources of this area.

We are prone to think that the little that each of us can do is not worth doing.

But, all that is done, the greatest that is done, will be made up of the acts of individual people and dedicated groups.

Education cannot conquer all alone.

Society must participate in this social and educational revolution if progress is to be made.

And, progress must be made, for we are dealing with human lives and potentialities ---- we are shaping the <u>human</u> resources of tomorrow.

(1)

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STRATEGIES FOR UTILIZING SCHOOL RESOURCES IN A * COMPREHENSIVE SUPPORTIVE SERVICES PROGRAM

by Dr. Bill VanZandt
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Good morning Ladies and Gentlemen. This presentation represents the second paper I have attempted for this group. I decided against the first paper largely because it attempted to solve the problem of coordination by simply thinking "good" thoughts. Fantasy is not the answer in anyones guidelines, although this has been mainly the basis for our actions thus far. I don't say this to be facetious but to set the tone for our deliberation this morning. As Dr. Arnold emphasized in his opening remarks, coordination is not a recently coined term but it has been largely like the weather, everyone talks about it but no one does much about it. Sooner or later we should start asking ourselves "why". To help us at least identify a related field of knowledge and to aid us in our quest of "why", I have tapped the field of Sociology and particularly that branch of Sociology concerned with principle of group behavior for the first part of this presentation. The second part will be devoted to identifying services other than instructional services which might be provided by the school in the realm of vocational development.

I think the principles of group behavior become pertinent because, as I see the problem of coordination, that is, the problem of working together, as obviously involving such principles. Of course it is not our purpose to discuss principles of group behavior as an end within

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themselves, but I would hope that beginning with the principles of group behavior and then relating these principles to our own professional problems, that is, if we can consider our profession as a group, we might begin to identify some of the facets which seem to be constituting problems for us. As an example it is a noted principle of group behavior that there "is a tendency of people to gravitate into groups or subgroups with the effect of maximizing their shared values". It is not difficult for us to see that as we come face to face with some of the new charges presented to us in recent legislation that we would tend to evaluate these new charges, in terms of whether or not they were consistent with the main values shared by us. Another principle that I think is pertinent and is largely in the same vein, says thet "the larger the proportion of new members joining an established group within a given period of time the greater will be the resistance of the group to their assimilation". This is by no means a small problem when we begin to talk about the coordination of services for vocational education students. In essence, we are caught up in the proposition of assimilating new members into our group. I use the word "member" here as being synonmous with the term identity. Another principle which is somewhat converse to what we have been speaking of thus far, says that the <u>less change</u> there is in group membership the higher the group moral will be. Of course, it would not be very professionally or socially acceptable of us, to openly, publicly reject the new charges and consequently the new personnel that are intended by changes in the legislation but more subtly we may not do all that can be done in order to most fully utilize or to develop new responsibilities and new members of our profession.

I suppose the main point which I am attempting to make through these few examples is simply that the problems of coordination, i.e., the problem of accomplishing the objectives which we have stated and to which we have publicly given endorsement, may not be a problem of working with the intended recipient of our services but it may well lie within the professional problems that have characterized many profession. (The AMA is presently developing the concept of "family" physician to counter the devaluation of the general practitioner.)

To be sure, it has been stated time and time again that if a particular school or for that matter a particular community could harness the competencies, the skills, the insight, the understanding that was available in a given school then it would, in fact, have the necessary competency to deal with about ninety per cent of its problems. This statement has recognized for a long time the difficulty of harnessing a "collective wisdom" which is greater than the wisdom composed of its single parts. If we can, this morning, let's operate on the assumption that a collective wisdom, that is, that which is provided by a cooperative effort between agencies and individuals comprising such agencies is a more desirable resource than individual specialities. Then we can begin by looking at specific deterents to such a coordinated effort. Without taking a great deal of time to be subtle and as the term goes call a spade, a spade, let me observe that at least on an agency basis or at least higher than the individual basis, the problem becomes one of hwo to proceed on a cooperative basis while maintaining the unique identity of that agency and without running head long into the reality that our competencies, our understandings are more alike than different.

Here again we can begin to look at noted principles that would be pertent in this case. The observation is, by those who study the group operation, that the more similar groups become, that is, the more interaction you have the more they become alike in terms of there norms and values. The reverse being that the less the communication or interaction between groups, the more tendency there is for conflict to arise between them. As an appendix to that statement it might be noted that in those cases where there is a condition of low-level interaction between groups and where these groups subsequently find themselves faced with a sharply increased interaction with one another there will tend to be an increased tension between the two until such times as an average or, in this case, we might call it dissonance reducing behavior is defined and established between the two. By the way if you would please would you make a note of some of these general principles that we have been and will be talking about so that I might ask you to consider these principles in terms of the coordination problem that constitutes the objectives for this workshop. I think our schedule will allow enough time for discussion of at least two or three of these principles and I'm sure someone will be able to translate these into practical problem settings or give examples where the principal has operated to either a positive or negative effect in their own situation. Also you probably have already noted that a part of tomorrow's program is devoted to a demonstration meeting by representatives from different agencies in the community and it might be interesting to keep in mind some of the ideas or principles, as we have labeled them, as a reference point or as a criteria for judging the operation of the demonstration group. You would need to keep in mind

though, that the group you will be observing tomorrow would not be a group as such but would be representatives from various primary reference groups. This will in effect, dictate the behavior of the participants so that each of the participants can maintain his own personal, professional identity and remain supportive of his primary reference group. I think many of you have experienced this same situtation. You probably will see it demonstrated again tomorrow. When you become a representative for a primary reference group with which you highly identified, this considerably changes your ability to focus on the problem at hand and ties you pretty much to portrying an adequate role for your particular primary reference group. Now, getting more directly at the topic to which we are addressing ourselves this morning, mainly that of coordinating services within the school, I would observe that, based upon our discussion thus far, the coordination of services within a particular agency, in this case the school, would probably be an easier task than the coordination of services between agencies. I guess we might also observe that the problem of coordination is not a continuum as we might like to believe, that is, the administrative process of coordinating within an agency does not necessarily hold when one considers the problem of coordination between agencies. This may in fact, account for the lack of real coordinative efforts between agencies, therefore, in looking at the problem of coordinating services within the school we need not give a great deal of attention to between group principles but more specifically look at the principles which would be related to the interaction of agency member and the process of providing leadership through which the collective wisdom within the school can be harnessed. As a basic consideration in any cooperative endeavor, it must be borne in mind

that effectiveness is largely tied to whether or not your cooperative team see their own personal goals, and this may be identical with professional goals, as being advanced by the intent of the group. That is to say, when the individual's personal or professional goals are being advanced by his participation in a cooperative affair then you can expect both satisfaction and effectiveness. And it is in this area that leadership becomes extremely pertinent. Now, by way of clarification before we proceed further, you probably are wondering why I am tying the term cooperation so closelyto group settings or to the idea of groups rather than individuals working singularly and simply compiling their individual efforts. I suppose the best reply to this observation would simply be that individuals who work singularly and attempt to compile their individual efforts are quite appropriate when the problem has a <u>definite</u> and <u>identifiable</u> solution, in other words, when it is considered a technical problem rather than an attitudinal problem. In the main, the objectives toward which we are directing our efforts this morning fall within the realm of attitudinal problems rather than being technical in nature. By attitudinal, I mean problems of human orientation, problems of human motiviation, and in general problems that deal with human behavior rather than competency and skills of a technical nature.

For those of you in attendance representing the field of Social Work, the term "staffing" will be a familiar one, so would a member of the medical profession and to some extent "staffing" is newly developing concept in the field of law. Largely through the influence of Social Workers, many larger and usually urban schools utilize this concept in working iwth students with a typical characteristics, i.e., needing

special instruction in health problems, problems of attendance or learning problems of various types. However, even under the circumstances we have described finding a time when the student's teacher, principal, social worker and counselor can combine their thinking for the purpose of helping the student is not easy as any of you who have worked in a school can attest. Mainly this type of concentrated attention is limited to that student who is pretty well going down for the count. For at least 20 years we have been able to predict with considerable accuracy those students with high drop-out potential, even as early as the fourth grade. Yet I do not know of a single instance in which the individual we have mentioned and additionally the parents have taken up the problem prior to its actual occurance. There are exceptions in the nature of carrying out research, but certainly we would recognize the motive under this circumstance as being something other than attending to the needs of the child.

Let it suffice to say that the coordination charge manifested in almost all recent federal legislation does, for the first time, provide for personnel whose primary and sole purpose is coordinate services for students and various other segments of the population. In the past, even though the task of coordinated action existed by implication or perhaps was explicitly stated, it usually stood along side equal or usually more compelling objective.

Now, at this point in my remarks, let me begin a plea for attention to the characteristics of the potential coordinator by making a few observations about the task with which he will be faced.

First, he will be faced with the proposition of accomplishing

within an agency an objective imposed from external sources. Obviouslly the task is one of copying with passiveness which is the predictable method by which individual within, an agency can be most effective in defeating such externally imposed objectives. Now, unless the objectives on the part of the individuals comprising the coordinated task group can be rather specific in nature, leadership strength will need to follow traditional lines, i.e. socially based for the most part.

Second, the historical identity of the professional argues against submerging individuality in a cloak of "team effort" and/or cooperative activity. Unless of course provision is made for recognition on share and share-alike basis. If a coordinator plans to go into a school and get other staff members to work toward his objectives and then allow him to stand back and say, "hey, look what I've done" then he is quite mistaken. Principals and superintendents don't even get away with that for very long.

Now for a look at the second perspective of the problem in which I will attempt to identify services which could be provided by the school other than the traditional instructional services.

As a result of a study conducted at Ball State University in about 1964, it was concluded that adult-like occupational values existed with children as early as the 3rd grade. Further, it was noted that the process of decision making with reference to social desirability of occupations by elementary age children utilized negatives references, i.e., rejections, rather than positive attractions. The essence of the whole matter being that one can gain a clearer picture of the child's

occupational orientation by asking him what he rejects for himself rather than what he wants to become. Unfortunately many children, at a latter time, find themselves confronted with the very occupation he at one time rejected. The necessity of positive orienting occupational experiences in the elementary school is obvious.

Finally, imagery building materials introduced in connection with regular academic instruction has for sometime been as a desirable tactic, however, someone has yet to develop really good materials and someone has yet to provide the type encouragement teachers need to involve themselves in the task.

Science Research Associates had developed some materials and I might bring to your attention the Rochester Reading Services which has been used with some degree of success.